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THE MATHEMATICS TEACHER

Volume XXIII No. 8

Edited by William David Reeve

Criticism of Dr. Bowden's "Consumers Uses of Arithmetic"

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Dr. A. O. Bowden in a dissertation on "Consumers Uses of Arithmetic"[1] aims to determine those types of arithmetical knowledge "which may be universally required of all the public elementary school population." (p. 1) His estimate is based on questionnaires: first he submitted a questionnaire containing 345 problems of the kinds commonly found in elementary school arithmetics to 42 persons in three cities; then on the basis of these 42 returns he prepared a new questionnaire containing 123 of his original 345 problems. On the latter he received 640 returns which he considered as properly executed; thus giving him in all the 682 returns on 123 problems that form the basis of his study. Those filling out the second questionnaire were instructed that they were "*not* to solve the problems, but check whether you (they) have ever used the kind of arithmetic *needed* to solve them." (p 67) The uses aside from business or vocational needs were to be checked either "yes" or "no" under each of the seven headings: buying at store, making change, reading of

[1] Bowden, Consumers Uses of Arithmetic, 1929; Bureau of Publications, Teachers College, Columbia University.

newspapers and magazines, investing of savings, letter writing, etc., income tax sheets, traveling. Then he has "arbitrarily taken for granted that less than 25 per cent use by the adult population warrants our discarding certain types of problems from elementary school textbooks." (p. 48) And he concludes that of the original eighteen categories of problems covered by his first questionnaire only eight remain. They are:

1. Numeration and notation chiefly in reading
2. Compound denominate numbers
3. Simple fractions
4. Decimal fractions as used in United States money
5. Percentage in its simplest form and only in one case
6. Simple store discount
7. Aliquot parts of 100
8. Mensuration

In addition to these he assumes that everyone has use for the four fundamental operations on integers. In the following we shall analyze Dr. Bowden's methods and the validity of his conclusions.

As we have already indicated Dr. Bowden's conclusions are supposedly based upon the answer of 682 adults, which number is not only a very small part of the total adult population of the United States, but does not represent the rural population because only 30 lived in cities of less than 5000 inhabitants and even these cannot be regarded as rural. Hence we may be safe in saying that his group does not represent the adult population of the United States. True, he makes some attempt to show that his data are reliable, but little confidence can be placed in his justification if, as appears to be the case, he establishes reliability not for each individual problem but for groups of problems. His method appears to be as follows: he determines the mean percentage of use of the 31 problems that were most needed by the people of Bloomfield, N.J., and compares this percentage with that for the same 31 problems for the other five cities from which he received returns on his second questionnaire. The same procedure he repeats for the 31 problems that were least used in Bloomfield. Now such a procedure is bound to give very closely correlating results for the six cities but does not show how nearly people in different cities agree in their need of individual problems. A more conclusive test as here indicated cannot now be made on the basis of his published report because the data given

in his book are too meager. It seems, however, that such a test should be made before one can feel justified to drop individual problems from the list merely because less than 25 per cent of 682 persons had use for them and to conclude that this elimination is valid for the whole United States. But Dr. Bowden has made even more rash eliminations. Of the 345 original problems he eliminates 222 and with them all problems under the categories: longitude and time, revenue tax, arithmetical progressions. This he did on the basis of only 42 returns for the reason "that problems which showed less than 25 per cent use by those filling out the blank should be discarded." It is hardly probable that 42 individuals is a fair sample of the adult population of the United States; and no problems can be eliminated on the basis of such a sample if it is not. We, therefore, feel that Dr. Bowden's remaining eight categories cannot be regarded as representing what is useful to adults in the United States.

Dr. Bowden does not define what he means by "kinds of arithmetic" either in the questionnaire or in his book. This fact is particularly confusing because his definitions must certainly be different from that which most teachers of arithmetic would accept. Take the problems, which we number as they appeared in his original list:

(14) "At 25 cents per ft., what will 3 rods of wire fence cost?"

(25) "At 5 cents per pint, what will 3 bu. of rice cost?"

(28) "A gill of cider costs 5c; what will one gallon cost?"

Now it is difficult to see how one can logically eliminate (28) and keep the first two problems. Dr. Bowden does this very thing because less than 25 per cent of those answering his questionnaire had occasion to use the "kind of arithmetic" employed to solve (28) whereas 53 per cent of them had use for the kind needed for (14) and 37 per cent had use for the kind needed in (25). Again regard the two problems:

(13) "At $1.75 per yard, what will 9 inches of silk cost?"

(169) "3 days is what part of a week?"

Now the operation needed in (169) is also needed in (13); still (13) involves the most used "kind of arithmetic" since it was needed by 58 per cent of those answering his questionnaires, whereas (169) was needed by less than 25 per cent. It seems that Dr. Bowden ought to have eliminated questionnaires from consideration in which such inconsistencies existed, because those failing to check each of the problems (14), (25), and (28), for example, in exactly the same

way did not understand his caution to "check whether you have ever used the kind of arithmetic needed to solve them." This he did not do; hence to follow his procedure logically he must interpret "kind of arithmetic" as he uses the term to mean, not the kind of logic and arithmetical manipulation required to solve the problem, but rather the kind of things the problem deals with. Such a meaning would be confusing to readers and to those answering his questionnaires. Moreover, it is probable that the favor with which problems were received depended as much upon the positions they held in the questionnaire as upon the kind of arithmetic they represented; take for example (14) and (28). Some difficulties such as these might have been eliminated by a careful definition of terms, and by presenting the problems in a different order to different individuals.

Moreover, we are certain that the teachers of arithmetic and the writers of arithmetic textbooks are less interested in the kinds of problems under Bowden's eight or eighteen categories that children be enabled to solve than that they appreciate the threads of logic which tie all the categories together. To develop an appreciation of the unity and harmony in all the different aspects of life as represented by store discount, longitude and time, foreign exchange, taxes, etc., through the logic and arithmetical operations on numbers is more the purpose of arithmetic than it is to enable children to solve problems under any particular category. One can no more appreciate arithmetic without understanding its use in a multitude of situations than he can appreciate the full significance of a word without understanding its use with its different shades of meanings. Dr. Bowden has no sympathy for this attitude toward arithmetic for he says that "number sense—the feeling of mathematical relationship" is a by-product of the subject. It is more than a by-product; it is the most important contribution of arithmetic and its wealth of content is increased by every new situation to which arithmetical logic and operations can be applied, just as an old word is enriched by new shades of meaning. If any reduction in content of elementary school arithmetic can be made, such reduction must meet the approval of those who have this larger view of arithmetic and it must first be shown that diverse applications of its logic add nothing to the significance of the subject and nothing to the arithmetical powers and insight of the student aside from the mere information he gathers.

We do not believe that the seven non-vocational uses of arithmetic

cover even the major situations under which such uses may occur; but Dr. Bowden's scientific method is such that additional situations might not have changed his final conclusions very greatly. Nevertheless, people now spend more leisure time listening to the radio than they spend in writing non-business letters. They are more occupied with paying debts and interest on debts than they are with investing their savings. So why not include these life situations in the questionnaire? Moreover, it is probable that people have occasion to use arithmetic but are unable to do so because they have forgotten a large part of the information they once had or they may never have learned sufficient arithmetic. Does Dr. Bowden think that children who are taught only his eight categories will always be able to work problems coming under them? He would find the next generation of adults more stupid than the present one.

The hypothesis that problems needed by less than 25 per cent of his sample of 682 adults should not appear in elementary public school arithmetics is the principal basis upon which Dr. Bowden arrives at his eight categories. He is free to make this assumption but he can hardly expect everyone else to accept the same figure. If he had required that the problems be useful to at least 60 per cent of his group, then nothing in arithmetic beyond the four fundamental operations on integers would need to be taught; on the other hand if he had required, say 10 per cent use, we cannot say how much of what is now taught would be retained because his book does not give sufficient data to make the determination possible but certainly it would include more than his eight categories of problems. The only justification that we can see for accepting 25 per cent use as the lower bound of the needed problems is that Dr. Bowden saw that it would eliminate that which he felt *à priori* could be eliminated.

Of Dr. Bowden's original 345 problems, 222 were eliminated on the basis of only 42 returns, and 79 more on the basis of 682 returns thus leaving only 44 of his original set as useful to 25 per cent or more of those answering his questionnaires. That is: 87.2 per cent of the original set of problems were used by less than 25 per cent of those answering his questionnaires. Percentage computed in this way assumes that all of the 345 problems are approximately of equal weights. This fact Dr. Bowden forgets to mention. Moreover, he has made no attempt to weigh his problems on any basis whatever. Nevertheless, he says, and this is his major conclusion, that: "If we

assume that the problems used in this (his) study are typical, we are safe in saying that the schools have been teaching more than 85 per cent more arithmetic than is required for the accomplishment of the values which we have described under the life situations: buying at the store, etc. . . . ." Even if his results were indisputable, he could not make such a sweeping statement as this is. He must at least say, ". . . . we have been teaching 85 per cent more arithmetic beyond the *four fundamental operations on integers* than is required . . . ." Now the four fundamental operations on integers are taken up in the first four grades of elementary school; these consequently form an essential part of arithmetic and are not represented by problems in Dr. Bowden's survey, hence are excluded in computing the percentage above. We have no quarrel with Dr. Bowden because he makes assumptions but because his statement leads his readers to believe that the conclusions are based only on facts whereas his assumptions, stated or implied but not stated in his summary, are more the basis of his conclusions than are the data of his "extensive" survey.

In conclusion we maintain that:

1. Dr. Bowden cannot be certain that his samples of 42 individuals nor of 682 individuals are representative of adults in the United States, and therefore do not form a safe basis upon which to rest his conclusions.

2. His caution to those marking the questionnaire regarding the "kind of arithmetic" is misleading.

3. His emphasis on categories of problems rather than on arithmetical logic and number relationship, if accepted by teachers, would be detrimental to the purposes of arithmetic.

4. The seven situations under which he would classify the non-vocational uses of arithmetic may not be sufficiently comprehensive to cover all such uses.

5. His arbitrarily chosen upper limit at 25 per cent use is not necessarily the right one to serve as the line of demarcation between problems that should be eliminated from and those that should be kept in public elementary school arithmetic.

6. Finally, his statement that "schools have been teaching more than 85 per cent more arithmetic than is required for the accomplishment of the values which we (he) have described under the life situations: buying at the store, ..." is not borne out by his data but

is based largely on assumptions which he fails to mention in his concluding remarks.

These are the major criticisms that may be raised against Dr. Bowden's method of investigation and conclusions, even if we accept his statement that elementary public schools should not give training for vocations. The book contains many minor errors that destroy its scientific value. He lists problem (1) as one of the 44 to be retained in arithmetics, but it is not listed among the 123 which he included in his second questionnaire, hence it is hard to see how he can conclude that it is needed by 25 per cent or more of those who never saw it. The problems (13) and (14) he lists under "dry measure" whereas they should come under "long measure." On page 47 he says: "The chapter on the 'Presentation of the Data' proves that not more than 60 per cent of those who checked the blanks use little, if any, arithmetic beyond the four fundamental operations." He presumably refers to the operations on common integers. However, the chapter mentioned gives nothing in support of his statement nor does it give data from which such a conclusion can be drawn and it is impossible to see how the statement rests on data given elsewhere in his book. There are many other such indications of carelessness.

The bias and inaccuracies of Dr. Bowden's "Consumers Uses of Arithmetic" are very convincing evidence that no one can "rely upon the . . . . expert for . . . . information and guidance" be he a business expert or an educational expert. Everyone should be taught to judge the validity of the information he receives and to accept nothing merely on authority if it is possible to base it on facts which he has learned through experience or deductively. When properly taught, spelling is based largely on authority, and arithmetic is least a matter of authority of the elementary school subjects. Whether or not there is a transfer of training it is hardly possible that pupils learn as much about good logic from spelling as from arithmetic. It is more probable, on the other hand, that spelling will train pupils to rely on expert authority and that arithmetic will train them in self-reliance. Certainly those who know arithmetic best will most readily see the faults of Dr. Bowden's method and conclusions as given in his "Consumers Uses of Arithmetic."

Some Difficult Problems

By Karl A. Zeller
Central High School, Columbus, Ohio

If, as the writers of our year book would have us believe, it is certain that the schools of our day do not know how to teach arithmetic successfully; if our present day civilization is one which depends on the universal recognition of the importance of the *idea* of precision, since precision is the soul of science and commerce; if number is an ever guiding principle of life; if the number system has changed the *life* of men and is a *mode* of thinking that cultivates a general idea of regularity, arrangement and order in all thinking; if the number system, formulas of Algebra and Geometry have helped the race to organize and arrange the world in which we live; if mathematics is linked up with a large number of the branches of human knowledge; if every *educated* man or woman should know what mathematics means, what its greatest uses are, and something of its soul; if it enters into the making of a good citizen because of its value as a mental discipline; if the contact with absolute truth, the style of reasoning, the habit of rigorous thinking, the love for beauty develops transferable power for independent investigation and gives a keener insight into life; if these should emerge in the mind of the student, the *conception* of an ordered, lawful universe, a universe in which the reign of law is absolute; then these facts make the teaching of mathematics a problem that challenges our skill and study, and makes our work top the pinnacle of life service.

From the recent articles in the Mathematics Teacher, especially "Professors of Education" by William C. Bagley, "Whither Algebra" by William Betz and "The Universality of Mathematics" by William David Reeve, we must see that something is wrong with High School Mathematics as taught; that something eternally curves back to two prime factors, (a) too much "sawdust" in the content, and (b) too much water in the teaching. Content is a matter over which the class room teacher has at present little to say.

We teachers know, or perhaps I should say feel, that it is *what* we teach, not *how much* that counts; that more time should be given

to quality, less to quantity, more to thinking, less to memorizing, more to fundamentals and their mastery, less to mere technique and manipulation; that the child must be held to the attitude of mastery, not of entertainment, to expect to be held rigidly to account for these fundamentals and their application, not merely to be sprayed with some kind of a *protective* layer of knowledge. We realize that our leaders are at sea, that they disagree as to content and method.

We now see that "methods" on which we have built our faith, texts we have read and studied, fail us when applied to our mass-class-group. We have learned that hypothetical cases so carefully discussed do not exist; that "motivation," "orientation," "social recitation," "cross section," "unit plan," "individual differences," the "complexes," and any other of the "latest words" in education, were splendid words and methods in our study and training, but that after we left the "ideal conditions" of the home school and landed on the job, after all what one needed most was an enriched personality, enriched through the mastery of our subject, experience in its use, level-contact with boys and girls.

Too frequently young teachers find they must "scrap their ideals," "start anew" and "work out their own salvation." Of course they have gained much through their training and study, but they "simply cannot teach as they have been taught," and have no place to turn for help.

We need some high-type men and women trained in the field who are scholar-teachers and *who know* teaching because they have been trained under the supervision of real teachers of broad vision, up-to-date methods, and human contacts; men and women who have felt the joy of contact and experience with subject matter and children and can actually supervise teaching because they know what supervision means. If teachers need to be better trained, then since the teachers are the product of the college and school of education, the remedy must come, in part at least, from our parent source.

Professor Bagley says, "In so far as I am aware, there is no single formula that will enable a subject-matter instructor to make his work of maximum helpfulness to prospective teachers. . . . . It depends primarily upon the recognition of teaching as fundamentally a fine art rather than a technological art." I would that every teacher of teachers, or of children, could gain the true conception of Professor Bagley's term "scholar-teacher." What our schools of educa-

tion must provide is better trained teachers of teachers. Not research teachers, not text book teachers, not theory teachers, but scholar-teachers who thrill with the joy and experience of actual contact with real experiences and who would rather teach than lecture. *Teaching* is a *contagion,* not a disease; an art, not a trade; a *gift,* not an acquirement.

But where can we find these trained scholar-teachers for teachers in our colleges and schools of education? Too often a man is chosen, as one department head expressed it, speaking of equipment for a college teacher—"I am not interested in his ability to present his knowledge, but I *am* interested in his content." Frankly the ability to write books, do and lead research, develop degree courses, is the apparent requirement rather than a human enriched personality that combines scholarship with ability to present his knowledge and worthwhile experience.

Too much time spent in courses of education and not enough in mastery of subject matter and its life values? Yes, put it that way. Really teachers from large and small high schools read such articles as mentioned above and feel sure Professor Bagley is hitting *their* case and experience, or they are amazed at Mr. Betz's doctrine, but delighted with his challenge and his plea. But they simply have not come in contact with teachers who know these problems from first hand actual contact-experience.

And so we teachers know not whether to send out the S.O.S. call "Come over into Macedonia and help us" or to pray "Lord, give us patience." We see the vision, await the call, and pray our chance will come to answer.

Notice to Subscribers

Owing to the large influx of new subscriptions our supply of the October number of THE MATHEMATICS TEACHER is exhausted, consequently we have had to begin a number of new subscriptions with the November number.

Will members of the Council whose subscriptions expired with the November issue of THE MATHEMATICS TEACHER please notify us before December 15, if they wish us to keep their names on our mailing list, otherwise they **will not** receive a copy of the January number of the Teacher.—The Editor

An Experiment with the Mathematics of the Eleventh Year

By JOSEPH B. ORLEANS, *Chairman Department of Mathematics, George Washington High School, New York City*

T. PERCY NUNN, in his Teaching of Algebra, says concerning the position of trigonometry,[1] "At present it is usual to teach both of these subjects (trigonometry and the calculus) distinct from the algebra and from one another. The reason is easily found. The professional mathematician interested chiefly in perfecting the technique of his subject finds it natural as well as most effective to take a special group of allied methods or allied problems and to develop them as far as he can without concerning himself too greatly about the practical value of his work. Now this systematic exploration of special parts of mathematics is, no doubt, of vital importance for the continued growth of the science. It does not, however, by any means follow that the branches of mathematics should be presented to beginners with the formal elaboration which is the inevitable mark of their treatment as separate subjects. . . . . Taking the case of trigonometry, it becomes evident that the pupil's acquaintance with the tangent, sine, and cosine should begin in the region where arithmetic marches with elementary geometry. As soon as the symbols of the trigonometrical ratios are recognized as capable of entering into formulæ and of being manipulated, they should be regarded as belonging to the vocabulary of algebra. There is, indeed, no principle except the invalid one of formal segregation upon which we can include the study of x^n and of a^x in the algebra course and exclude sin x or tan x. All alike are pieces of symbolism invented for the description and interpretation of facts of the external world. Each represents a typical kind of function. To each corresponds a specific form of curve which may be regarded as the graphic symbol of the function. Both algebra and trigonometry would gain by fusion: the former through an added variety and richness in the illustrations of its main

[1] T. Percy Nunn, The Teaching of Algebra (Including Trigonometry). Longmans, Green and Co., 1919.

themes; the latter by the removal of the excessive formalism which at present obscures its value and interest for the beginner."

It is because the writer is entirely in sympathy with the thought expressed in the quotation that he undertook the experiment described in this article.

In December 1928 the New York State Algebra Syllabus Committee, of which the writer is a member, prepared a tentative syllabus for the mathematics of the eleventh year, the content of which was equivalent approximately to the one term course in Intermediate Algebra and the one term course in Plane Trigonometry. Emphasis was of course placed upon the function concept as a unifying thread throughout the year. Greater stress was also laid upon the formula and graphs than in the past. Some topics were entirely omitted; some of the algebra was postponed to be included in the work of the twelfth year. Some parts of the trigonometry were listed as optional topics. The committee did not establish a sequence of topics. In fact there was a difference of opinion as to whether the algebra and the trigonometry should be taught separately or be fused throughout the year. The writer preferred the latter.

When the tentative syllabus was presented for discussion and criticism to the chairmen of the mathematics departments in the New York City High Schools, the writer felt that the best way—perhaps the only way—to evaluate a syllabus is to try it out in the classroom with non-selected groups of pupils. And so, with the permission of the authorities in New York City and with the recognition of the State Department of Education in Albany, this experiment was introduced in the George Washington High School in September, 1929.

It is necessary, moreover, for the reader to understand the great handicap under which the work was conducted. In order that the success of the year's work be measured adequately, a comprehensive examination should be set in which no distinction is made between the algebra and the trigonometry, just as it should not be made throughout the year. The state department was not ready to set such an examination. In fact, the one term Regents Examination in Intermediate Algebra was required for all pupils preparing to enter college and especially for those who were candidates for the College Entrance Diploma and for the New York State Scholarships. Besides, fully ninety per cent of the group needed the Regents credit in the one term examination in Plane Trigonometry, in order to satisfy their

requirements for graduation. Therefore, while experimenting with the spirit of the tentative syllabus, the writer had to make its content agree with the present two syllabi because of these examination requirements. In other words, the teachers had to keep in mind the distinction between the two subjects, while they avoided making it in class athough the pupils used two separate text books; and towards the end of the year the teachers had to talk to their pupils somewhat as follows: "Throughout this year you have been learning some mathematics in addition to that of the preceding two years. Now you must be prepared to take two separate examinations, one on the work you found in the algebra text and the other on the work found in the trigonometry text."

The group began with 173 boys and girls who had already completed one year of elementary algebra and one year of plane geometry, and whose school program required that they take at least one year more of mathematics. Those, who were planning to take only two and one-half years of mathematics and no more, were assigned to the one term course in intermediate algebra. There was no conscious selection of the pupils. There is no doubt that some of the best pupils in the department were in the experimental group, on the assumption that a pupil who voluntarily elects at least three years of mathematics likes the subject and learns it with ease. The group, however, included also a sufficiently large number of those who struggled with the course.

The pupils were supervised by four teachers including the writer who had already taught the algebra and the trigonometry separately a number of times and were acquainted with the courses in detail.

The following is the outline prepared by the writer with the topics arranged in the sequence in which they were taught and placed in columns in order to show the points of contact at which the algebra and the trigonometry were fused. In order that the other three teachers might follow the outline uniformly, they met with the writer at frequent intervals to talk over their experiences with the work covered and to plan the work still to be done.

It is obvious that other teachers might wish to use a different order of topics in a similar experiment. Indeed that is exactly what has been done in some other schools. There is no best plan perhaps, but the value comes from trying to improve on traditional methods. It is only in this way that progress can be made.

First Semester

Exponents

(a) An understanding of the laws illustrated in the following for positive integral exponents:

$a^m \cdot a^n = a^{m+n}$

$a^m \div a^n = a^{m-n}$

$(a^m)^n = (a)^{mn}$

$a^m \cdot b^m = (ab)^m$

$a^m \div b^m = a^m/b^m$

(b) Meaning of the zero, fractional and negative exponents.

(c) Applications.

Logarithms (as an application of the laws of exponents).

(a) Explanation of log ab, log a/b, a^p, log $\sqrt[r]{a}$

(b) Computation.

(c) Compound Interest Formula.

(d) Simple exponential equations.

(e) *Trigonometric* Problems

(1) Trig. functions.

Use of table of natural functions.

(w) Reciprocal relations.

(x) Complementary relations.

(y) Fractional relations.

(z) Pythagorean relations.

(2) The right triangle.

(3) The oblique triangle.

Variation, including an informal treatment of ratio and proportion.

(a) Meaning of *function.*

(b) Numbers that change together.

(c) *Illustrations*

(1) The line functions.

(2) Graphs.

(d) Direct variation.

(e) Inverse variation.

Problems involving simple equations in one and two unknowns to be carried on regularly in connection with the other work.

Drill in the solution of *fractional equations.*

(w) Law of Sines.
(x) Law of Tangents.
(To be spread over the rest of the semester in connection with the other work.)

Graphs
(a) $y = mx + b$
(b) $y = ax^2 + bx + c$ and $y = ax^2 + b$

The General Angle.
(a) The quadrants.
(b) Functions of any angle.
(c) Constructing an angle from a given function.
(d) Reduction of angles to ones in the first quadrant.
(e) Special emphasis on angles of 45, 30 and 60 degrees.

Equations
(a) Linear.
(b) Trigonometric, involving the complementary relationship.
(c) *Quadratic*
(1) By factoring.
(x) Algebraic.
(y) Trigonometric, involving the substitution of the four fundamental relationships.

Nature of roots determined graphically.

(1) *Radicals*
Review of work done in the elementary algebra.

Elementary discussion of *imaginary numbers.*
The use of *i.*

(2) By the *formula.*
(x) Nature of roots.
(y) Formation of equation from given roots.

(c) $x^2 + y^2 = a^2$
$x^2 - y^2 = a^2$

$xy = a$
$y^2 = ax$

(d) Graphic solution of pairs of equations of the above types.

(e) Sin A, cos A, tan A.

Formulas

(a) Interpretation
(b) Transformation
(c) Evaluation
(d) Construction
(e) Trig. Formulas.
The fundamental relationships mentioned above.

Application of these formulas in simple identities and equations.

Solution of Triangles

(a) Continued drill on the work of the first semester.
(b) Tan $A/2 = r/(s - a)$
(c) Law of cosines.
(d) Area problems.
(e) Miscellaneous cases.

(The triangle problems are to be spread over the entire semester.)

(d) Algebraic solution of pairs of equations.

Inverse function notation.

Second Semester

Formulas

(a) Review of the work of the first semester.
(b) Addition theorems.
(c) Double angle formulas
(d) Half angle formulas
(e) Sum and Product formulas.

Graphs

(a) Drill on the work of the first semester.

(b) Cot A, Sec A, Csc A.

Series

(a) Arithmetic
  (1) Formula for any term.
  (2) Formula for the sum of n terms.
  (3) Applications.
(b) Geometric
  (1) Formula for any term.
  (2) Formula for the sum of n terms.
  (3) Sum to infinity.
  (4) Applications.
(c) Binomial Theorem.
  (1) Expansion of $(a + b)^n$ when n is a positive integer.
  (2) Finding any term.

Application of formulas in identities and in trigonometric equations.

Inverse functions.

Radicals

(a) Rationalization of the denominator.
(b) Radical equations.

Radian Measure

Factoring

(a) Sum and diff. of two cubes.

Application in identities.

(b) Factor theorem.

Fractions

(a) Addition.
(b) Multiplication and division.
(c) Complex fractions.

Application in identities.

At the end of the year the pupils took two separate Regents Examinations in Intermediate Algebra and Trigonometry. However, in order to test the year's work as a unit, the group was given the following comprehensive examination, made up by a committee of three chairmen of mathematics departments in the New York City High Schools:

GEORGE WASHINGTON HIGH SCHOOL
NEW YORK CITY
JUNE 1930

Comprehensive Examination
Eleventh Year Mathematics
Intermediate Algebra and Trigonometry Fused

PART I (40 credits)

1. If tan B = cot 2B, what is the value of B? 1.....
2. Express 10,000 in exponential form. 2.....
3. Simplify $(2^{\circ})\ (27^{2/3})$. 3.....
4. Solve for x: $2^x = 64$. 4.....
5. Find the area of a triangle ABC if a = 5, b = 7 and angle C = 30°. 5.....
6. What is the greatest value of sin A as angle A varies from 0° to 360°? 6.....
7. Find third term of $(2a + b)^5$. 7.....
8. Express in terms of i: $\sqrt{-49}$ 8.....
9. Express in the form of an equation: The arc of a given circle varies as its central angle. (Let a represent the arc and c the central angle.) 9.....
10. What is the y intercept of the equation $2x + y = 5$? 10.....
11. If cos A = 4/5 and angle A is a positive acute angle, find the value of sin 2A. 11.....
12. If sin 200° = a, write the value of sin 20° in terms of a. 12.....
13. Through how many radians does the minute hand of a clock move in 45 minutes? 13.....
14. What values of x between 0° and 360° satisfy the equation $\tan^{-1} 1 = x$? 14.....
15. In the equation sec A = csc B, if A increases, will B increase or decrease? 15.....
16. Represent by lines the cotangent and the tangent of an angle in the third quadrant.

PART II

Group I. Answer both questions in this group.

17. (a) A "shoot the chutes" in an amusement park is supported by 73 wooden pillars one foot apart. The shortest of these is 7 feet high and the

longest 55 feet high. The pillars increase uniformly in length. How many feet of lumber do the pillars contain? (5 credits)

(b) An automobile costing $1200 is worth each year 75% of its value of the preceding year. What is its value at the end of three years? (The work must show the use of the proper formula.) (5 credits)

(c) To what would $3720.50 amount in seven years compounded annually at 4 per cent? (5 credits)

18. Two observation stations A and B are 2133.5 feet apart. They observe a ship S and find angle ABS to be just 90° and angle BAS equal to 53° 12′ 45″. They also observe a lighthouse L and find angle ABL to be 80° 22′ and angle BAL to be just 60°. How far is the ship from the light?

Note: Find (a) the length of BS. (4 credits)
(b) the length of BL. (5 credits)
(c) the length of LS. (6 credits)

Group II. Answer three questions in this group.

19. (a) $y = x(8 - x)$ is the formula for the area of a rectangle whose perimeter is 16. Plot the graph of this equation, using values of x from 0 to 8. From the graph read the area of the largest rectangle that can be enclosed by 16 rods of fence.

(b) Plot the graph of $y = \sin x$ for values of x from 0° to 180° at intervals of 30°. (10 credits)

20. (a) Find to the nearest tenth the values of x in the equation $2x^2 - 5x + 1 = 0$.

(b) Find the values of A between 0° and 360° in the equation $2 \sin^2 A + 3 \cos A = 0$. (10 credits)

21. (a) Prove the identity: $\cot x = \dfrac{\sin 2x}{1 - \cos 2x}$

(b) Eliminate b from the formulas $A = \dfrac{b^2}{4}\sqrt{3}$ and $h = \dfrac{b}{2}\sqrt{3}$ and express the result as a formula for A in terms of h.

22. (a) Find the value of tan 15° (without using the tables) by taking 15° as 45° — 30°. Write the answer with a rational denominator.

(b) Solve for x: $\sqrt{3x} - 5 - \sqrt{3x} = -1$ (10 credits)

This was a three hour test; but because of administrative difficulties it could not be given in one session. The first part was held during the regular class period of forty minutes and the remainder after school hours. This subjected the pupils to a strain in the late afternoon after a long school day and deprived them of the benefit of having the entire paper before them for three consecutive hours. The teachers had no knowledge of the questions and did not see the papers until the time of the examination. They all felt that the

paper was entirely too long. The following table gives the data for this examination:

No. of pupils	154
Range of scores (on a percentage basis)	98 to 27
Median score	69.8
Mean score	65.2
Standard Deviation	12.8
Per cent of pupils who passed the test	75.0

The Regents Examinations which these pupils took are not reproduced here. Copies can be easily obtained by those who are interested. The following data taken from these examinations are given here for what they are worth. The figures are given separately for the group that took the one year course and for the groups that took the one term courses.

DATA TAKEN FROM THE REGENTS EXAMINATIONS IN INTERMEDIATE ALGEBRA AND PLANE TRIGONOMETRY, JUNE 1930, IN THE GEORGE WASHINGTON HIGH SCHOOL, NEW YORK CITY

	One term course		One year course	
	Int. Alg.	Trig.	Int. Alg.	Trig.
Number of pupils	305	67	154	154
Median score	61.03	72.7	62.37	71.6
Mean score	54.75	63.9	65.5	64.4
Standard deviation	16.3	17.9	16.3	17.2
Per cent of pupils who passed the test	52	69	75	77

It is difficult to compare one term's work with another on the basis of the Regents Examinations because the tests are by no means standardized and the results vary so much from term to term. In the large city high schools the pupils that take the third year of mathematics do not change on the whole from year to year and the teaching remains practically the same, especially where the same grades are taught by the same small group of teachers. It is therefore the fault of the test itself, if the results vary a great deal. The following figures, for example, are the percentages of pupils who passed the Regents Examinations in Intermediate Algebra and Trigonometry in the George Washington High School in several consecutive terms:

	Int. Alg.	*Trig.*
June 1928	90	96
Jan. 1929	77	88
June 1929	73	96
Jan. 1930	86	96
June 1930	60	74

As a side-light the writer attempted to obtain some information about the reliability of the June, 1930, Regents Examinations, but he met with difficulty because of the make-up of the papers. He had to confine his computation to Part I in each paper because that is the only part that is scored like a standardized test. By correlating the scores on the odd numbered questions with those on the even numbered ones on one hundred papers chosen in alphabetical order, fifty passing and fifty failing, and then applying the Spearman-Brown formula $r_{11} = \frac{2r_{o.e}}{1 + r_{o.e}}$ he obtained .77 as the coefficient of reliability for the Intermediate Algebra paper and .72 for that of the Trigonometry paper. It was impossible to do anything with the answers in Part II because of the nature of the questions and because of the strain under which the schools work at the time of the examinations, in order to send the papers to the State Department at once. It is the writer's impression, judging from the marks of the questions in Part II, that this part of the paper would have lowered the coefficient of reliability.

According to Garrett,[2] a mental or physical test, in order to be a reliable measure of capacity, should have a minimum reliability coefficient of at least .80. Since the reliability of a test is determined by the consistency with which it measures the capacity of those taking it, and since the figures .77 and .72 are an indication of the reliability in this instance, the writer would hesitate to evaluate a course of study on the basis of these tests in comparison with better results in another term. The data is of course insufficient. Unfortunately there are no figures available concerning the reliability of the tests given in past terms.

Considering, therefore, merely the percentages of pupils passing and failing the examinations, while the results in June, 1930, were lower than those of the four preceding terms, there is a marked difference between the group that wrote the papers at the end of the year's course and the group that took the tests at the end of the one term course. It may not be well to draw conclusions from one instance, especially when the examinations involved were more difficult than those set in at least the four preceding terms; but the differences

[2] Garrett, H. E. Statistics in Psychology and Education. Longmans, Green and Co. 1926.

between 75 and 52 and between 77 and 69 have a significance in favor of the one year course.

The following is a summary of all the data that concerns the experimental group:

No. of pupils at the beginning of the year 173
No. of pupils who passed at the end of the first semester (teachers' ratings) 156
Per cent of pupils who passed at the end of the first semester. 90
No. of pupils who left school at end of the first semester... 2
No. of pupils on register during the second semester.....154
No. of pupils who passed at the end of the year (teachers' ratings) 137
Per cent of pupils who passed at the end of the year 89
Per cent of pupils who passed the Regents Exams.
Intermediate Algebra 75
Trigonometry 77
Per cent of pupils who passed the Comprehensive Examination 75

The teachers of the experimental group also taught part of the other group. All through the year they felt that the longer exposure to both the algebra and the trigonometry was very much worth while for the students, especially for the slower ones. More important than this, however, is the feeling that, just as Nunn says in the passage quoted above, both the algebra and the trigonometry became more meaningful and less mechanically formal.

At present this course is being experimented with in two other New York City High Schools with groups of 120 and 40 pupils respectively, where the work will be completed in January, 1931. It is probable also that the State Department will issue the tentative syllabus, referred to above, for use in the schools in the fall of 1930. With the handicap described early in this article removed when the syllabus is officially sanctioned, the writer feels certain that the way to give the pupils the best there is in such a course is to fuse the two subjects throughout the year.

Home Work or Supervised Study?

By Grace Smith
Enid High School, Enid, Oklahoma

There seems to be an almost universal agreement among educators that there should be very little home work assignment of mathematics except in the case of special assignments for the removal of disabilities or in the case where the pupil undertakes voluntary projects.

Some of the arguments against home work are:

1. Few homes are favorable to the cultivation of right habits of study so that if home work is assigned for remedial practice, the teacher must see that the pupil knows exactly how to approach it and will require no outside help.

2. Inaccuracies are common in home work.

3. The child needs more time for play, for social activities, and for optional reading.

4. A very important reason for the reduction in the amount of home work is that the new texts have material that demands careful working out in class under the direct supervision of the instructor.

Some reader may be fearing the opinion of the parent in respect to no home work. Reasonable parents will prefer it. There are, however, some who will object no matter what is done. They cannot believe that their child is learning unless they see him study.

Closely related to this problem is another criticism that teachers will hear from parents. It is also in regard to the new books which are made to fit the reorganization in the curriculum. Especially will it be made where the greatest change is taking place, that is, in the seventh and eighth grades. There are other peculiarities about the reorganization besides its unsuitability for home study.

Parents are likely to say: "Here, I thought geometry too difficult in the tenth grade when I attended high school and they are expecting my boy to get it in the seventh grade. I would prefer that John know his *arithmetic*. Why don't they teach arithmetic after the sixth grade any more?" Teachers will hear similar criticism about the appearance of algebra in the seventh and eighth grades. Teachers have to explain to the parents, "We are not taking arithmetic out of the

grades above the sixth; instead we are putting it in the new courses in a much more effective way than it appeared in the traditional course. If we give the seventh grade pupil a problem in geometry that is within his experience and give him the related and necessary training in arithmetic, the arithmetic will stick."

We all know that increasing the amount of time and drill on a process will not make for mastery as will the increase in the variety of situations in which we apply the principle or process.

We explain to suspicious parents that we are not moving the geometry or the algebra down bodily into the seventh or eighth grades. Rather, we are moving down the easier, more practical parts of algebra, geometry, or trigonometry—the parts that the pupil needs to know, can understand and will enjoy doing. This is in conformity with the prevalent educational principle: *Arrange material in the order of difficulty.*

We know that if we wait to teach the second and third cases of percentage until after the pupil has had algebraic formulas these cases in percentage will be much easier.

The fact must be made clear that everything the pupil needs to know about arithmetic will be put in at a definite time. The place to put it in will be where the pupil can be made to feel a need for it. He has to be convinced that he cannot get his geometry or algebra unless he can handle certain related arithmetic processes with facility. He should be conscious of improvement.

The best educators will agree that nearly every algebra or geometry test should include a test in arithmetic. A systematic testing program in arithmetic all through both junior and senior high school will impress the pupil that he is held responsible for knowing his arithmetic.

Ninth grade teachers no longer precede the teaching of algebra by an isolated review of arithmetic. These reviews are put in as related material rather than so separated.

The reduction in the amount of home work presupposes the most careful planning on the part of the teacher. Every moment in class must be fruitful.

All routine work should be disposed of by carefully selected student helpers before class opens.

The wisest plan when a new text book is used for the first time is to follow it closely.

A plan of procedure for carrying on supervised study similar to one of those outlined by E. R. Breslich[1] should be selected. One also finds many helpful suggestions in the book by Hassler and Smith.[2]

The organization of the material in the new books call for supervised study.

Any teacher would prefer that a pupil come into class without having any home work to his coming back dissatisfied because he is unable to do it. The teacher begrudges the time that has to be spent getting a pupil in rapport.

Much more harm is done by home work assignments than we realize. An adult wants to work eight hours a day and be done with it. Why should we expect more of a child?

[1] E. R. Breslich, The Teaching of Mathematics in Secondary Schools. Chicago, The University of Chicago Press, 1930. pp. 87-115.

[2] Hassler and Smith, The Teaching of Secondary Mathematics. New York: The Macmillan Company, 1930. pp. 192-193.

Errata

It seems almost impossible to avoid certain errors creeping into the pages of THE MATHEMATICS TEACHER. In the October, 1930, issue, p. 344, the fourth postulate, "A straight line is the shortest distance between two points" reads as it is sometimes stated. Obviously, however, distance is the length of the line and the distance is measured along the straight line.

In the November issue the following corrections should be made:

1. Page 433, 7d, the formula for interest should be $i = P(1 + r)^n - P$.
2. Page 434, 2a should be $1^\circ = \frac{\pi}{180}$ radian.
3. Page 435, 8d should be $\text{Cos } C - \text{Cos } D = -2 \sin \frac{C+D}{2} \sin \frac{C-D}{2}$.

Living Mathematics

By Neda B. Freeman
Kent State College, Kent, Ohio

Why is it that speakers in the field of general education so frequently draw their illustrations of uninspired teaching, of the use of dead subject matter, or of almost any type of undesirable procedure, from the mathematics classroom? Why do many people consider mathematics a necessary evil which must be endured for supposedly practical though rather indefinite ends? Is there any reason why mathematics in itself and of itself may not be as vitally interesting as any other field of study? Is the pupil's past experience so completely devoid of mathematical content as to give no true teaching basis? We hear and read much, in mathematical circles, of methods by which we may vitalize our teaching. But do we succeed in leading our pupils to see the life in mathematics and the mathematics in life?

For some time, I have derived considerable pleasure and satisfaction from the results obtained in this direction, through clubs and other extracurricular activity organized for the purpose of educating the students to see the value of mathematics in our present civilization and to appreciate the recreational possibilities in mathematical thinking. More recently, however, I have come to believe that this work must be an integral part of the regular classroom activity, and that the so-called recreational material used must be based upon actual experiences of the child. I have, therefore, for the past two years, turned my attention in that direction.

I was entering a new school. No mathematics club had been organized there, and I made no move to organize any. My desire was to encourage class discussion based upon actual experiences of the children, these experiences to be reported to the class by the pupils upon their own initiative.

It was some time before I succeeded in getting from the children more than occasional comments that could be used to develop a consciousness of the mathematical elements in their lives. I used every opportunity I could find to connect the regular class work with their

past experience. A few field trips and definite assignments calling for alert observation of environment, also helped to bring about the type of reaction I wanted. It was slow work at first, but the final results have been most encouraging, both in junior and senior high school classes. My problem now is not to get the children to recognize and report their mathematical experiences, but to select for class discussion those which are of most value to the group.

Early this spring I felt that I needed some concrete evidence that every pupil was really acquiring the ability to see and appreciate vital mathematics as it occurred in his own experiences. I did not wish to launch a project, because of the danger of creating too artificial a situation.

A natural opening came in the form of a question asked by a ninth grade girl after we had been discussing some phase of applied mathematics. Her question was, "Why don't we have books with all this in them? Then we could look up so many answers." I do not recall my reply, but by the close of that period the class had decided to do something to furnish some of the material which they felt should be in the high school library or in the mathematics room for reference.

Their plan was that each pupil should present something to show the rest of the class that he had some knowledge of mathematics other than that gained from the textbook. It was decided that a list of names should be placed on the bulletin board and that each pupil should write after his name the topic he had chosen. This was done in order to eliminate too much repetition. If more than one pupil were to choose the same type of work, they were to work together unless one of them wished to change his subject.

Members of the other classes saw this list, asked about it, and wished to be included in the fun. After the thing was started very little reference was made to it until the time which they had set to turn in their finished products. At no time did I supervise the work. I saw none of it until it was presented to me in May. I answered questions, helped them find references, and gave them free access to my library and card catalogue.

When their results began to come in, what a wonderful time we all had! Every day brought its surprise, for each person had kept his work a secret from everyone but his closest friends. They showed a splendid variety of ideas. Almost every one presented a nicely

finished product. Here was plenty of evidence that these young people were seeing a living mathematics in their world.

I cannot take time or space to give a complete list of the material presented. We had scrap books—many of them—containing clippings from all sorts of periodicals, to show how mathematics is used in advertizing, in business, in the construction of buildings, in the building of bridges, in drawing, in fashions, in textile designs, in games, and in engineering. We had collections of poems, games, puzzles, and humorous stories. There were also original poems, plays, and stories. There were essays on time as a unit of measure, short cuts in computation, the metric system, and the advisability of its adoption by the United States, mathematics in aviation, mathematics in drawing, the sextant, meter building and reading, history of commercial arithmetic, and histories of some of the better known mathematicians. A set of Napier's "Bones" was made, large enough for demonstrating purposes. One pupil prepared a dictionary of 450 words dealing with mathematics. It was alphabetically arranged with tabular index, and gave the origin and meaning of each word. Posters on various subjects were presented. One was a beautifully illuminated motto using a quotation from Kepler which I had happened to use one day in class: "The Laws of Nature are the mathematical thoughts of God."

This list of subject matter gives no idea of the large amount of originality shown in the arrangement of their notebooks. Their covers carried such titles as "A Trip to Math Land," "Geometry's House," "Math Hangar, Kent, Ohio," and "Ye Curosity Shoppe of Numbers." The content of each book or poster gives me an insight into each pupil's natural interest. I know more than I did about what he likes, what he can do well, and where he wants to go. And with this knowledge I should be able to do more helpful teaching next year than I have done this year.

These notebooks, posters and charts were placed on exhibit in the high school library, which is also the study hall. Nearly every high school pupil looked through and read parts of this material. Several college classes came to visit the exhibit and spent a full period studying it. Many college students, prospective teachers, spent considerable time with the books. The work has justified itself in one direction surely, it has awakened a large number of people to some of the possibilities of mathematical study.

But it has gone much further than that. Several pupils have expressed a belief that each person in the mathematics classes should do something of the sort each year, and in that way build up a reference library for our department. These young people are sincere in this desire, for only a very few of the younger ones have asked whether they are to get their books back, and no one has asked to be graded on his work. They seem to feel that this is their own contribution of living mathematics to the mathematical life of their school.

Subscribers Notice

In accordance with a motion passed at the Atlantic City meeting of the National Council, President Everett has appointed a Committee to formulate a one year course in plane and solid geometry. The report of this Committee is to form the basis of discussion at the 1931 meeting of the Council.

The Council is very anxious to secure the help and advice of all teachers interested in the subject.

If any school has used or is using such a course in geometry the Committee will be pleased to know the details and results of the plan. Full credit will be given in the Committee Report to any teacher helping with the work.

Address all communications to the Chairman of the Committee:

C. M. Austin, High School, Oak Park, Illinois

Mathematics Clubs Affiliated with the National Council of Teachers of Mathematics

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Mathematics Section, Annual High School Conference, University of Illinois.
Mathematics Section, Western Division, Illinois State Teachers Association.

Mathematics and World History

By William L. Schaaf
College of the City of New York

A suggestive if not unique interpretation of the history of mathematics is that proposed by Oswald Spengler in the first volume of his *Decline of the West,* in the chapter entitled "The Meaning of Numbers." This explanation, which might be termed a *morphological* interpretation, is based on the thesis that every outstanding culture is (or was) an organic structure; as such, every culture has its own mathematic, which is a morphological and distinctive characterization of that culture. Accordingly, the so-called growth of mathematics throughout the ages has *not* been a continuous, homogeneous and cumulative development. Furthermore, the particular "mathematic" of any given culture is inherently a necessary part of that culture, an expression of its world-being, just as its literature, music, art and morals are also an intrinsic part of that culture. In short, the mathematic of a culture is the culmination of the symbolic expression of the soul and spirit of that culture.

The following quotation sets forth Spengler's contention succinctly. He says: "If mathematics were merely a science like chemistry or astronomy, it would be a simple matter to define its object. But we know that this is not so. In short, there is no mathematics, only several mathematics. The so-called history of mathematics, implying the progressive actualizing of a single invariable ideal, is in reality, below the deceptive surface of history, a complex of self-contained and independent developments—an ever repeated process of bringing to birth new form-worlds, with the concomitant process of appropriating and transforming alien form-worlds. In other words, it is the typical organic process of blossoming, ripening, wilting and dying within a given period. We must not let ourselves be deceived. The mathematics of the western soul, while possessing the classical soul outwardly, though by no means inwardly, had to win its own self-realization by apparently altering and perfecting, but in reality destroying the Euclidean system."

The Classical Mathematics

The outstanding characteristic of Greek mathematics is the conviction that number is the essence of all things perceptible to the senses. The pervading spirit was that of measuring the immediate here-and-now. The outlook of the classical man in general was confined to the sensibly perceptible present. The dominant features of the nude statue are its dimensions, its surfaces, and the sensuous relation of the parts.

Similarly with the notion of space. The classical conception was to regard mathematics as an expression of magnitude and form through the medium of number. Number was to the ancient mind an "optical symbol" rather than the description of an abstract relation. Fundamentally it was simply stereometry, where numbers were merely units of lengths or surfaces or volumes, and no other extension was conceivable. Thus to Euclid, a triangle is the boundary of a fixed, rigid body, never a system of three intersecting variable lines or a group of three movable and related points. And again, to Euclid a "line is length without breadth"; to us such a statement is no definition at all, yet in the classical mathematics it was brilliant. In short, classic number is a thought process dealing not with spatial relations, but with visibly limited, tangible and concrete entities.

Hence it is not surprising that the Greeks concerned themselves primarily with natural numbers. The Greek spirit could not appreciate the significance of the irrational number, the non-ending decimal of our present day notation. Euclid himself declared that "incommensurable lines are not related to one another like numbers." Here, according to Spengler, was a very real fear; the "unspeakable and formless must be left forever hidden." It was the same kind of fear that prevented the Greeks from expanding politically, confining themselves for the most part to the gates of their own cities; from entering boldly upon unknown paths in the Mediterranean, and from delving into Babylonian astronomy—a metaphysical fear that the sense-comprehended-world-of-the-present might otherwise precipitate itself into an unknown primitive abyss of darkness. Every product of the classical mind had to do with number. That which could not be drawn was not number. The Greeks used terms equivalent to "face number" and "volume number" for the 2nd and 3rd power. Hence the higher powers were quite unreal to them, and expressions like $x^{2/3}$, $x^{1/2}$, or e^{ix} would have

been meaningless, and, indeed, quite unthinkable. Similarly zero was not considered a number, since it could not be drawn.

When the mathematics of the 17th century was "revived," there was no concomitant revival of Greek mentality. Philosophy is very sensitive to differences in the state of mind and the culture of an age. Our mind—the mind of the modern Western world—is very differently constituted from the Classic mind. While we may produce a faithful replica of an ancient statue, we cannot similarly reproduce an ancient state of mind. We can sympathetically understand the past, but there is a profound contrast between modern and ancient reactions to the same stimuli. Hence there is apparently but little justification for regarding the classical mathematics as an early "stage" in the development of modern mathematics. For the ancients, their mathematics was complete: for us, it is incomplete. Moreover, modern mathematics, while true for us, and complete so far as we are concerned, is for us a masterful creation of the Western spirit; yet to Plato it would have seemed meaningless, even ridiculous, since it would have been in utter discord with truth as he conceived it.

The Magian Mathematics

It is generally said that Diophantus extended the limits of the classical arithmetic. What he really did was to create not only a new symbolism, but an entirely new algebra. Properly speaking, Diophantus does not belong among the classical mathematicians at all. He is the spokesman of a new number-feeling which transcended the Hellenic feeling of sensuously present limits that had produced Euclidean geometry, the nude statue, and the coin.

The details of the origins of this new mathematic are not well known. In general, there is the presumption of an Indian influence. Diophantus lived about 250 A.D. (the third century of Arabian culture), and the influence of Persian and Arabian culture is plainly seen in this work. No Greek, for example, would have stated anything about an *undefined number a* or an *undenominated number six* —for these are neither magnitudes nor lines. Diophantus grasped and used a new number feeling, one which is distinct from the classic feeling of intention. Thus Diophantus did not *extend* the notion of number as magnitude—he *eliminated* it, and so unwittingly over-

threw the classical meaning of number, supplanting it by an entirely new number spirit which Spengler designates the "Magian."

The beginnings of the Magian or Arabic culture, which are somewhat obscured by the last vestiges of the decaying classical civilization, had in all likelihood been germinating in the East since the time of Augustus in the regions between Armenia and Southern Arabia. The fact that Alexandria and Antioch still wrote in Greek is accidental, and of no more importance than the fact that Latin was the scientific language of the Western world up to the beginning of the 18th century.

With Diophantus number no longer represented measure and the essence of static, immovable things. While he did not recognize zero and the negative, he no longer regarded numbers in the old Pythagorean sense. On the other hand, the Arabic-Persian indeterminateness of number was something very different from the systematic variability of numbers which appeared later in the Western mathematics and which in fact is the beginning of the function concept. So, while the Magian mathematics is somewhat vague in detail, the trend is clear enough. Diophantus was indeed not its creator—it had begun before his time, and culminated in the 9th Century with al-Khowarizmi and others. His importance lies in the fact that, so far as we know, he was the first mathematician in whom the new number feeling was unmistakably present.

Western Mathematics

In the light of the foregoing, let us reconsider the contribution of Descartes in 1637. It was evidently *not* the introduction of a new method or concept in the field of traditional geometry, i.e., the rigid system of Cartesian coördinates—this had already been used and understood by Oresme. Descartes neither improved nor extended the notion of coördinates—instead he *overcame* this semi-Euclidean concept by introducing an entirely *new number idea,* that of a point being a group of coördered pure numbers. The replacement of lengths by positions carried along with it a purely abstract, spatial conception of extension instead of a material one. Defining a point as a *manifold of numbers* is the beginning of analysis—and this is Descartes' contribution to the birth of Western mathematics.

As a striking illustration of the annihilation of the inherited "optical" geometry of extension, take the notion of angular functions.

In the Indian mathematics these were numbers in the early sense; but with the beginning of the Western mathematics they pass into periodic functions, and thence, through the medium of analysis, into infinite series, where not the least vestige remains of the original Euclidean figure. Consider, for example, expressions like $e^{\sqrt{x}}$, i^i, or $\sin x = e^x$, where no one thinks of drawing diagrams or of calculating the powers numerically. We recall the story concerning Benjamin Peirce, who, during one of his lectures, having derived the relation $e^{i\pi} = -1$, turned to his class and said: "Gentlemen: that is surely true; it is absolutely paradoxical, we cannot understand it, and we don't know what it means; but we have proved it, and therefore we *know* it must be the truth!"

In other words, as Spengler points out, the classical concept of number as pure magnitude was definitely supplanted by the concept of number as pure relation. Thus the keynote of Western culture is the function concept, a notion not even remotely hinted at by any earlier culture. And the function concept is anything but an extension or elaboration of previous number concepts—it is rather a complete emancipation from such notions. To quote from Spengler once more: "In all history, there is no second example of one culture paying to another culture long extinguished, such reverence and submission in matters of science as ours has paid to the classical. It was very long before we found courage to think our proper thought. But though the wish to emulate the classical was constantly present, every step of the attempt took us further away from the imagined ideal. The history of Western knowledge is thus one of *progressive emancipation* from classical thought, an emancipation never willed, but enforced in the depths of the unconscious. And so the development of the new mathematics consists of a long, secret and finally victorious battle against the notion of magnitude."

For the classical mathematician, the guiding spirit was always an ordering of the become in terms of the visible present, the measurable and the numerable. For the mathematician of the West, whose symbol is imperceptible, unlimited space, the guiding principle is an unrestrained, far-reaching, form-feeling Gothic spirit. Originally, geometry meant the art of measuring; arithmetic, the art of numbering. Modern mathematics has long since ceased to deal with either of these as such, although it has not yet found a new name for its own entities,—for the word analysis is hopelessly inadequate.

What we understand by that term embraces among a host of related concepts, the notion of a universe of infinite space, a concept which simply did not exist for classical man,—it is not even capable of being presented to him.

Several outstanding distinctions between classical and Western mathematics are given below in the form of a summary:

SIGNIFICANT CONTRASTS

Classical Mathematics	*Western Mathematics*
1. Accepts only what can be seen and grasped; where definitive and *physical visibility* ceases, there mathematics and logic also cease.	1. Abandons classical fetters, and becomes absorbed in highly *abstract* n-dimensional manifolds of space, spurning diagrams and other commonplace aids.
2. Concentrates on the consideration of the *small,* being handicapped by the principle of *visible limits;* hence the impossibility of conceiving non-Euclidean geometry.	2. Centers interest in the consideration of the *infinite* and *"ultra-visional,"* including the infinitely large as well as the infinitesimally small.
3. Conceives of a limit as an infinitely small quantity, yet *fixed or static* (Euclid).	3. Conceives of the lower limit of every possible finite magnitude; a *becoming and remaining smaller* than any previously assignable quantity, however small (Cauchy).
4. Interested primarily in *magnitude,* and hence in *proportion;* all proportion assumes the constancy of its elements. Statues and frescos admit of enlargements and reductions.	4. Interested primarily in *relationships,* and hence in *functions;* all transformation implies variability in its elements. Transformations are related to the theory of modern musical composition, but enlargements and reductions are meaningless here.
5. Interested chiefly in *particular* cases and individual instances, i.e., a singly visible figure, a once-and-for-all construction. *Geometric constructions affirm appearances.*	5. Interested chiefly in *generalizations,* i.e., operations not dealing with fixed visible figures, such as groups of relations, infinite curves, transformations, etc., where the process is of greater interest than the result. *Operations deny appearances.*
6. Gives artistic expression to its consciousness through the media of bronze and marble, where the human figure, whether dancer or gladiator, is given that *fixed form* in which contour, surface and texture are most expressive and effective.	6. Manifests its artistic feeling in *formless* music, where harmony and polyphony call forth feelings of an infinite beyondness anything but visible; or in a gloriously colored canvas, where *light and shade* alone suffice to mark the outline.

The annihilation of the bondage of geometry to the visual, and of algebra to the notion of magnitude, meant the substitution of the function concept. It meant replacing static and concrete forms by dynamic and abstract space relations. The elements of space became a group of numbers, i.e., images of the point, line, plane, etc. Spiritual perception instead of sensual actuality—this is the Spirit of the West. The culmination of this spirit is to be found in modern group theory; groups are mathematical images, such as the totality of differential equations of a certain type, various transformations, and the like. The Faustian spirit was fulfilled with the culmination of western mathematics. Each of these two gigantic culture structures arose out of a wholly new number concept—in one case, that of Pythagoras, in the other, Descartes. Each flourished for 300 or 400 years, and then completed the structure of its ideas at the same moment that the respective cultures to which they belonged passed into the phase of megalopolitan civilization.

What remains for western mathematics is the process of preserving, selecting and refining,—in place of big dynamic creation, the same kind of "clever, subtle, patient detail work which characterized the Alexandrian mathematic of late Hellenism." And so the day of the *great* mathematician, according to Spengler, is past.

Conclusion

Many of Spengler's critics, of whom there are not a few, argue that he begins with a definite thesis or point of view, of which he is already convinced, and therefore selects only such historical data as will support his contention, carefully omitting any allusion to such evidence as would conflict with it. Be this as it may; but certain it is, that much can be said for this reinterpretation of the history of mathematics.

If the reader should feel that Spengler's interpretation, while perhaps interesting, nevertheless merely represents the opinion of an historian, he may be interested in the following extract from J. W. N. Sullivan's *Aspects of Science (First Series)*, in the chapter entitled "Mathematics as an Art":

"The significance of mathematics is precisely that it is an art—it informs us of the nature of our own minds. It does not enable us to explore some remote region of the eternally existent; rather it helps to show us how far what exists depends upon the way in which

we exist. We are the law givers of the universe—it is even possible that we can experience nothing but what we have created, and that the greatest of our material creations is the material universe itself.

"According to the Classical conception, geometry was considered a necessity of thought. More than that, it was regarded as the necessary geometry of any space. Yet the recent development of non-Euclidean geometry and its application to physical phenomena by Einstein has shown us that Euclidean geometry is not only not a necessity of thought, but that it is not even the most convenient geometry to apply to existing space.

"Thus the modern mathematician, in choosing his postulates, is free to imagine what he wishes; he constructs worlds of his own fancy and desire, limited only by the imagination. Hence he is not discovering fundamental laws of the Universe, nor is he becoming acquainted with God. If he finds a perceptual set of entities which follows the same logical scheme as his mathematics, he has applied mathematics to the external world. But why the external world should obey the laws of logic—why, indeed, science should be at all possible, is still a difficult question to answer. There are indications in the modern theories of physics which cause some scientists to doubt whether the universe will turn out to be rational after all.

"Thus we return to a sort of inverted Pythagorean outlook. Mathematics is of profound significance in the universe, not because it exhibits principles that we *obey*, but because it exhibits principles that we *impose*. It shows us the laws of our own being, and the necessary conditions of experience. In short,—we understand Nature so well because we have designed it."

THE SIXTH YEAR BOOK
OF
THE NATIONAL COUNCIL OF TEACHERS
OF MATHEMATICS
ON
MATHEMATICS IN MODERN LIFE
READY FEBRUARY, 1931

History of Mathematics in the Classroom

By Bernice Wiltshire, *Maple Heights High School*
Maple Heights, Ohio

I was recently confronted with the assertion that teachers of mathematics would soon be seeking other fields as that subject was fast approaching a state of obsoleteness in the high school curriculum. This was of course an extreme view but nevertheless in line with the trend of opinion that makes necessary the justifying of the place of mathematics by reorganized and enriched teaching that will be adequate for our present type of high school pupil.

Through a survey, it has been found that less than half of the possibilities for mathematical enjoyment and appreciation have been actually realized. This leaves a vast field for constructive and useful work for which the resources in materials to stimulate and to promote are abundant.

Subject-matter alone was long considered the only thing of importance in a course in mathematics but the time has come when real effort must be put forth in making the approach interesting and appealing to the pupils. We must realize that the majority of pupils do not consider mathematics as vital as we do and unless the human interest element is present in our teaching, they may never be led to sense it even to a reasonable degree. To obtain an intelligent interest in a certain process it is necessary to have some knowledge of its history and the value that has been gained from it.

This history can be made to serve a double purpose, that of affording intervals of recreation from an abstract operation and at the same time giving bits of knowledge that will stay with the pupil and make his work more real and human.

I have had pupils gain a much keener conception of the true meaning of the equation by an interval of discussion of the history of the symbol for equality.

The tendency to be satisfied with poorly drawn figures in geometry has been largely overcome by a few moments of diversion discussing the hazy and wobbly figures of some of the ancient mathematicians and examining facsimile pages of early printed books. The de-

sire for correct figures has also been enhanced by an interest in Euclid, developed through frequent allusions to him as fitting times arrived, and his policy not to work with any figure that had not been constructed.

The question, "Why prove these geometric truths when you can see them?" can usually be met to the pupils' satisfaction by a little talk about Thales, who was the first to prove his propositions. With him we first meet with the idea of a logical proof as applied to geometry and it is for this reason that he is looked upon as one of the great founders of mathematical science. Without Thales there would not have been a Pythagoras or a Plato.

A discussion of the knowledge of the truth of the Pythagorean theorem, known even before the time of Pythagoras, and the early Egyptian knowledge of the 3, 4, 5 ratio of the knots in a rope, together with what is known of Pythagoras himself, has proved to be a stimulating approach to the study of the theorem.

Too often we overlook the learning-process which must of necessity go on in the minds of the pupils and give them a too-finished product. Bits of the history of the development of this product will lead to an understanding which much earnest explanation often fails to do.

Will it not enrich the pupils' idea of a trapezoid when he is told that the ancients called it a cut-off triangle? And will not the postulates take on new meaning when the controversies of the old mathematicians are interestingly alluded to—they who term truths, *postulates,* meaning to beg, because they begged their followers to accept the truths?

Few pupils will not accept the challenge to work out the proof on their own for the base angles of an isosceles triangle when an explanation of its label the "pons asinorum" has been given.

As algebra teachers, we are delayed if not permanently hindered in attaining perfection in the processes of algebra by the pupil's failure to be accurate in the fundamental operations. In a state test given to all of our first year algebra pupils last fall, the first five problems were pure arithmetic or the fundamental processes involving integers and fractions. The percentage of failure was greater on these problems than on those of an algebraic nature that did not involve fractions.

In striving to overcome this inaccuracy, pupils have questioned

the necessity of trying to improve because of the calculating machines that they will be able to use in business.

Of course these pupils have stepped into algebra with practically no sense of the value of mathematics and will find it interesting to know that Pascal and Leibniz devised the first calculating machines more than two hundred years ago and that if the general level of mathematical culture had been sufficiently high, it would not have required more than two centuries to reach the point where the proper use of this great discovery was being made.

The best use of the history of mathematics can be made by a knowledge of it on the part of the teacher which gives her a source upon which to draw to enrich and enliven her teaching. The times for its best use are usually unforeseen and unless the teacher has stored in her mind the stories of the great mathematicians and interesting bits of history connected with the problem at hand she has lost an opportunity to inspire or to challenge.

At least until very recently very little material in the history of mathematics that is readable for the average pupil has been available. This situation has made it impossible for a pupil to develop much interest in or initiative for special reports or research into the lives of mathematicians of note that are occasionally mentioned in their texts with perhaps an uninteresting biographical note attached.

Of necessity much knowledge of real interest in the history of mathematics has had to come from the teacher herself but since the history of mathematics is becoming a large branch of science in its own right we shall soon find adequate and usable material in this field for the use of our pupils.

As teachers equip themselves with a knowledge of the history of mathematics they will be able to present their science more and more in its own right in respect to professions and occupations. It is very noticeable in the history of mathematics how many individuals were interested in both medicine and mathematics; Cardan, Leonardo da Vinci, Robert Recorde, who gave us our sign of equality; philosophers, Thales, Plato, Descartes; theologians and scholars in other fields.

The history of mathematics shows how necessary the development of mathematics has been to the development of science and how a comprehension of the universe and the civilization in which we live is impossible without mathematics.

To lay a background for a problem by showing that there was a real need that prompted its solution by the ancient peoples and something of the value that has been gained from it will make problems of land measurement really vital. What pupil will not be interested in knowing how man first took the span of his hand and the length of his foot to mark off space so that it could be measured?

Erroneous rules for areas never fail to interest the pupil nor to bring about a keener understanding of measurement. Discussions of the varying amounts of error present when the areas of different triangles and parallelograms are found by the rules of the ancients lead to an appreciation of our formulas.

Without a discussion of the development of formulas it may never occur to the pupil that there was a time when men did not know them.

It is interesting to compare the values which the Chinese, the Egyptians and other ancient people gave to π and to trace down how as fact after fact was discovered, errors were corrected until we have our existing formulas.

The dissatisfaction of the Greeks in the Egyptian formulas led to their activity in discovering better rules of measure and truths of geometry, a name given by the Greeks, meaning "the measure of the earth." The things they did are our heritage and on them is based a great part of our practical mathematics and allied sciences.

Mathematics, in one aspect, is problem-solving and a history of some of the typical problems will help the pupil to see the causes for its development, hindrances, uses made of it and the superior form in which we have it today. He will be able to see the characteristics that make a problem real and genuine, transitory or lasting. He will see how they were developed as the need for them arose in the progress of civilization.

From the use of the history of mathematics in the classroom may arise an interest in some pupil or pupils that will develop into a hobby if not an interest of more serious nature.

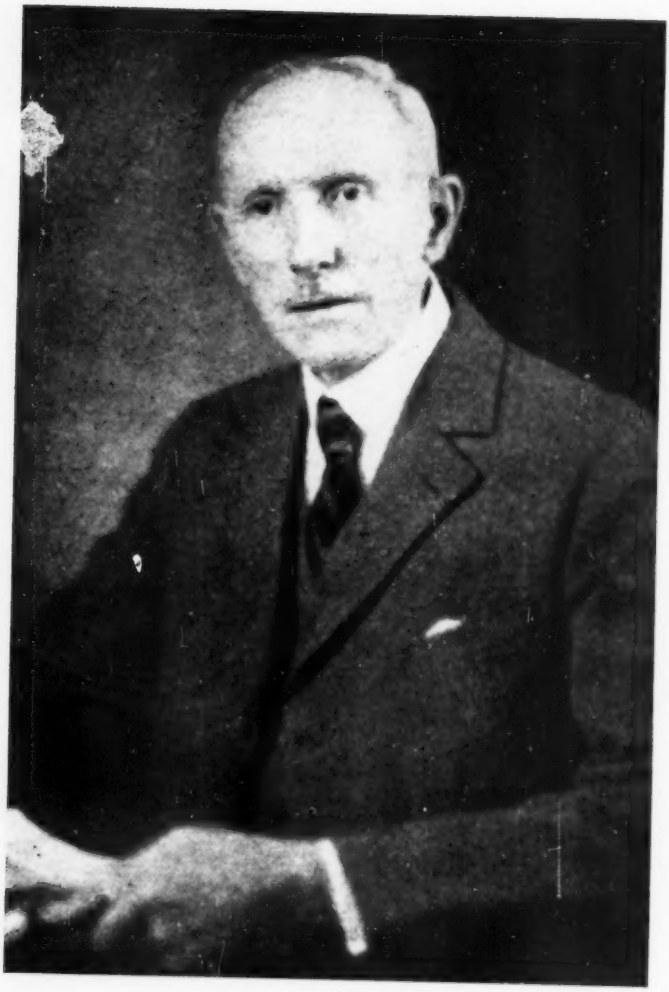
After having heard an illustrated lecture by Mr. Betz on the geometry of Mexico and the Navajo Indians, I find myself keenly interested in discovering geometrical patterns in their pottery, basketry and in any memento of an older civilization. Would there be any less interest on the part of our pupils if we could bring to them such inspiring history?

Wherever he may be, a student of the history of mathematics can find hours of enjoyment in finding traces of mathematical learning such as the Hindu wheel of life with its block printing, magic squares and pa-kua. This is but one of the ways to carry out what Dr. David Eugene Smith says "Let us see to it that we show the world how to use its leisure as well as how to turn the restless wheels of industry." A knowledge of the history of mathematics gives both pupil and teacher an appreciation of the subject and a sense of its value in connection with the progress of civilization. It will help both to see the contributing influence of mathematics upon art and culture and to realize that "mathematics is a common heritage from many races and many ages."

Vieta

François Viète, or Vieta, as he was commonly called (see frontispiece), was born in France in 1540 and died in 1603. He was the most influential man of his time in advocating modern symbols in algebra. Although the symbols used a little later (1637) by Descartes were so much better that they superseded those of Vieta, the latter's influence in the general improvement of algebra was such that he ranked as one of the foremost makers of the science as we have it at present.

Vieta wrote chiefly on algebra, but he was also interested in geometry in particular and mathematics in general. As a young man he practiced law, was interested in politics through which he came only later in life, through his opportunity for leisure, to take up the study of mathematics. In fact, he made no claims as a mathematician although he is a good example of a man attaining fame in mathematics even though he did not begin to study it early in life. His interest in the calendar led him into a bitter controversy with Clavius from which he emerged with some loss to his own reputation for scientific procedure.



Florian Cajori

Florian Cajori

February 28, 1859—August 14, 1930

FLORIAN CAJORI, the foremost writer on the history of mathematics in this country, and well known to the readers of THE MATHEMATICS TEACHER, died at his home in Berkeley, California, on August 14, 1930, of pneumonia. He was born in Switzerland, and came to this country at the age of sixteen. He attended the State Normal School at Whitewater, Wisconsin, took his college work at the state university, and received the degree of B.S. in 1883. He then spent a year and a half at Johns Hopkins University after which he was called to Tulane University as assistant professor of mathematics (1885-1887), becoming professor of applied mathematics in 1888. The following year he was employed in the Bureau of Education at Washington, and secured much of the material that entered into his first printed book, *The Teaching and History of Mathematics in the United States* (1890). In 1889 he went to Colorado College as professor of physics, assuming the professorship of mathematics the following year and continuing in this position for twenty years (1898-1918), serving also as dean of the department of engineering for fifteen years (1903-1918). He was then given the unique position of professor of the history of mathematics at the University of California, retiring as professor emeritus in 1929.

He was a prolific writer, upwards of 350 items appearing in his list of contributions. His most important books were his *History of Mathematics* (1894, revised and greatly enlarged in 1918), *History of Elementary Mathematics* (1896, revised in 1917), *History of Physics* (1899, revised in 1928), *Theory of Equations* (1904), *History of the Logarithmic Slide Rule* (1908), *William Oughtred* (1916), *History of the Conceptions of Limits and Fluxions in Great Britain from Newton to Woodhouse* (1918), *History of Mathematical Notation* (2 vols., 1928, 1929), *History of the Early Mathematical Sciences in North and South America* (1928), *Ferdinand Rudolph Hassler* (1929), and a new edition of Newton's *Principia and Optics*, which he left nearly complete in manuscript form, and which will be published in the near future. He also wrote on the history of arithmetic

for the fourth volume of Cantor's *Vorlesungen über Geschichte der Mathematik* (1908). Of all these books the *History of Mathematical Notation* is the most elaborate and is the one which will be ranked as his *magnum opus*. It shows a wide range of reading in the early classics and has in it a fund of valuable information.

Professor Cajori was a member of a number of learned societies and a valued contributor to many scientific journals here and abroad. He was honored by various universities, having the degrees of Ph.D. (Tulane, 1894), LL.D. (California, 1912; Colorado College, 1913), and Sc.D. (Wisconsin, 1913).

His loss will be deeply felt, not only by his wide circle of intimate friends, but by all who are interested in the history of mathematics both here and abroad.

DAVID EUGENE SMITH

The number of nineteenth century writers that we are able to cite, who express views on the educational merits of mathematics, is large. Philosophers and theologians favor mathematics in liberal education by a vote of 14 to 3. Among the former are Hegel, Spencer, Mill, Comte, Fisk, Beecher. The three opposed are Sir William Hamilton, Schopenhauer and Salat.

The count among educators is 31 for mathematics (including Pestalozzi, Froebel, W. T. Harris, C. W. Eliot) and 6 against mathematics (Fouillée, von Weiller, Körner, Richter, Becker, and Stoy).

The mathematicians stand 49 to 1. Among the former are Sylvester, Cayley, H. J. S. Smith, De Morgan, Newcomb, Fourier, Laisant; the negative vote is Chrystal's.

Scientists who are not mathematicians stood 4 to 2, the two opposed to mathematics being Th. Huxley and W. P. Atkinson.

Of literary men and statesmen, 24 (including Göethe, Wordsworth, Poe, Macaulay, Carlyle, Peel, Gladstone, Jefferson, Sumner, Lincoln) favored mathematics, while 8 (Queen of Prussia, J. P. Richter, F. A. Wolf, Kirwan, Chateaubriand, G. Long, Johannes Schulze and O. W. Holmes) were opposed to it.

The final figures of the nineteenth century are 118 to 19 in recognition of the high mind-training value of the study of mathematics.

Cajori, Florian, "Mathematics in Liberal Education," Open Court Publishing Company, pp. 119-120.

Report of the Secretary-Treasurer of The National Council of Teachers of Mathematics, as Treasurer, Feb. 1, 1930.

Receipts

Balance Feb. 7, 1929		$2396.45
W. D. Reeve, Mathematics Teacher	$1115.94	
W. D. Reeve, Year Books	718.25	
C. M. Austin, First Year Book	73.20	
Interest on Bonds	60.00	
Bureau of Publications, Second, Third, Fourth Year Books	4.04	
		1971.43
Total Receipts		$4367.88

Expenditures

Annual Meeting:		
Directors Expenses	$ 204.06	
Program Speakers	67.45	
Local Committee	14.17	
		$ 285.68
President's Office:		
Traveling Expenses, etc.	99.68	
Stamps, Tel., Type	24.18	
		123.86
Editor's Office		
Register of Members	96.50	
Index Mathematics Teacher	52.54	
		149.04
Secretary-Treasurer's Office:		
Gazette Press (1925)	500.00	
Stationery, Supplies	77.89	
Engraved Certificates	70.15	
Clerical Work	23.05	
Tel., Stamps, etc.	18.16	
E. H. Taylor, Letters	3.15	
Recording fee	1.30	
Detroit Edison Bond	1085.83	
N. Y. Telephone Bond	1078.33	
Certificate of Deposit	800.00	
		3657.86
Total Expenditures		4216.44
Cash on Hand, Checking Ac.		91.44
Saving Ac.		60.00
		$4367.88

(Signed) EDWIN W. SCHREIBER,
Treasurer

Official Notice

As SECRETARY of the National Council of Teachers of Mathematics I hereby officially announce the annual election of certain officers of the National Council said election to take place at Detroit, Michigan, on Friday, February 20, 1931. Article III, Section 7 of the By-Laws states: "At least two months before the date of the annual meeting, all members shall be given the opportunity through announcement in the official journal to suggest by mail for the guidance of the Directors a candidate for each elective office for the ensuing year. At least one month before the annual meeting the Secretary of the Board of Directors shall send to each member an official ballot giving the names of two candidates for each office to be filled. These candidates shall be selected by a nominating committee of the Board of which the Secretary shall be chairman. The election shall be by mail or in person and shall close on the day of the annual meeting."

For your consideration the Secretary has compiled a register of all persons who have served the National Council in an official capacity. These names appear on the following page.

The officers to be elected are: (1) Second Vice-President, 1931–1932; (2) Three Directors, 1931–1934. As a convenience to the Secretary he requests that you indicate your suggestions on a 3 x 5 card, thus:

2d Vice-President.....	(over)
Three Directors.....	Name of Member making suggestions.....
.....	.....
.....	Address.....
.....	Date.....
(over)	

Kindly mail suggestions immediately to

EDWIN W. SCHREIBER, *Secretary*
314 N. Ward St.
Macomb, Ill.

Official Register

1. Allen Gertrude.....Dr. 23 24 25
2. Austin C. M.....Pr. 21 Dr. 22 23, 24, 25, 26, 27, V.-Pr. 29, 30, Or. 20, Yr. 26, Dr. 31, 32, 33, P. 30
3. Austin, W. A.....Dr. 21, 22
4. Barber, H. C.....Dr. 26, 27, 28, Pr. 29, 30, P. 28, Dr. 31, 32, 33
5. Beck, W. D.....Dr. 21
6. Betz, Wm.....Dr. 28, 29, 30, P. 20, 21, 26, 29, 30, Dr. 31, 32, 33
7. Bixby, Florence.....V.-Pr. 25
8. Clark, John R.....Ed. 21, 22, 23, 24, 25, 26, 27, 28, Dr. 29, 30, 31, P. 21, 25, 27
9. Daley, Winnie.....V.-Pr. 26
10. Dice, Elizabeth.....Dr. 29, 30, 31, 32
11. Downey, Walter F.....Dr. 29, 30, P. 28
12. Eells, W. C.....Dr. 24, 25, 26
13. English, Harry.....Dr. 26, 27, 28, 29, 30, 31
14. Everett, John P.....Pr. 31, 32
15. Foberg, J. A.....Sc.-Tr. 21, 22, 23, 24, 25, 26, 27, 28, 29, Dr. 30, Or. 20, P. 20
16. Gugle Marie.....Dr. 21, 22, 23, Pr. 27, 28, Or. 20, P. 20, 26, 30, Dr. 29, 20, 31
17. Hart, W. W.....V.-Pr. 27, P22
18. Hassler, J. O.....Dr. 29, 30, 31, 32, P. 29
19. Minnick, J. H.....Pr. 22, 23, 24, P. 22
20. Poole, Hallie S.....Vo-Pr. 30, 31
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22. Ranklin, W. W.....Dr. 23, 24, 25, P. 29
23. Reeve, W. D.....P. 22, 24, 26, 27, 29, Yr. 27, 28, 29, 30, 31, Dr. 21, 27, 28, 29, B. 27, Ed. 29, 30, 31
24. Rorer, Jonathan.....Dr. 21, 22, 23
25. Rugg, H. O.....V.-Pr. 21, Or. 20
26. Sabin, Mary S.....V.-Pr. 29, Dr. 30, 31, P. 29
27. Sanford, Vera.....Dr. 28, 29, 30, A.Ed. 30, 31, P. 29
28. Schlauch, W. S.....V.-Pr. 31, 32
29. Schorling, Raleigh.....Pr. 25, 26, P. 22, 24, 26
30. Schreiber, Edwin W.....Dr. 29, Sc.-Tr. 29, 30, 31, P. 25, 27, 30, Sc. 27, C. 28
31. Slaught, H. E.....Jr. 28, 29, 30, 31, P. 22, 24, 27, C. 28
32. Smith, E. R.....Or. 20 P. 20
33. Sykes, Mabel.....V.-Pr. 24
34. Taylor, E. H.....V.-Pr. 22, P. 30
35. Touton, F. C.....Dr. 27, 28, 29, P. 20
36. Weeks, Eula.....V.-Pr. 23, Dr. 24, 25, 26
37. Wheeler, Harry.....Dr. 21, 22
38. Worden, Orpha E.....Dr. 22, 23, 24, 25, 26, 27

Key: Dr. 23, Director 1923; Pr., President; V.-Pr., Vice-President; Or., Organization Committee; Yr. Yearbook Chairman; C. Constitution Committee; P., Program; Ed. Editor Math. Teacher; Sc.-Tr., Secretary-Treasurer; B. Business Manager Math. Teacher; A.Ed., Associate Editor Math. Teacher; Jr., Journal Committee.

NEW BOOKS

The Sextant, How to use it. By Carl N. Shuster, Head of the Mathematics Department, State Teachers College and Normal School, Trenton, N.J., and Instructor in Instrument work, Teachers College, Columbia University, and Aaron Bakst of Teachers College, Columbia University, New York.

With the changing ideas in regard to formal discipline, the teacher of mathematics has to look elsewhere for the fortification of his subject in the curriculum. This need not worry him because there is no subject that functions more extensively than mathematics in the world of the pupil, provided only that the pupil is made to realize it.

In the past mathematics teachers have paid too little attention to the way mathematics is actually used. For example, take the subject of trigonometry. The most important practical use of this subject lies in its application to finding time and place on the earth's surface. Yet any reference is seldom made to it in the trigonometry class. One reason why the teachers have not taken to this application very kindly is that the instruments have been too complicated to handle and too expensive to buy. This serious handicap has been removed by the Lafayette Instruments, Incorporated, 252 Lafayette Street, New York City. This company has put on the market an inexpensive yet substantial Sextant that the pupil can so easily be taught to use and to enjoy.

The few necessary directions for the use of this Sextant are supplied by a small pamphlet of 32 pages by Shuster and Bakst, practical teachers and specialists in the use of mathematical instruments and their use in secondary field.

The actual uses of the Sextant are illustrated by examples worked out in full and include both navigation and land measurements.

This instrument and the accompanying pamphlet supply a long felt need in secondary instruction.

JOHN A. SWENSON,
Wadleigh High School,
New York City

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West Division High School, General Library, Pacific and 23rd St., Milwaukee, Wis.
West Junior High School, 55th Ave., West & Wisdom St., Duluth, Minn.
West Junior High, 14th and Marshall Sts., Little Rock, Ark.
West Virginia Collegiate Institute, Institute, W.Va.
West Technical High School, W. 93rd lb Willard Ave., Cleveland, Ohio.
West Side Junior High School, 14th & Marshall, Little Rock, Ark.
West Texas State Teachers College, Library, Canyon, Tex.
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Western State College of Colorado, Gunnison, Colo.
Western High School for Girls, Girls Library, 40th & Herman Sts., Louisville, Ky.
Western Hills High School Library, Ferguson Rd. & Bridgetown Pike, Cincinnati, Ohio.
Western Jr. High School, Holland St., West Somerville, Mass.
Western State Normal School, Kalamazoo, Mich.
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By-Laws of The National Council of Teachers of Mathematics (Incorporated)

Article I

Name, Purpose and Corporate Seal

1. This organization shall be known as The National Council of Teachers of Mathematics (Incorporated).

2. Its object shall be to assist in promoting the interests of mathematics in America, especially in the elementary and secondary fields, by holding meetings for the presentation and discussion of papers, by conducting investigations for the purpose of improving the teaching of mathematics, by the publication of papers, journals, books, and reports, thus to vitalize and coördinate the work of many local organizations of teachers of mathematics and to bring the interests of mathematics to the attention and consideration of the educational world.

3. The corporate seal of the Council shall have inscribed thereon the name of the organization and the words "Corporate Seal—Illinois."

Article II

Membership

1. Any person who is interested in the field of mathematics shall be eligible for election to membership in the Council.

2. Membership in the Council is effected by the payment of $2.00, which includes one year's subscription to "The Mathematics Teacher," by accepted applicants for membership.

3. Those who were admitted to membership in The National Council of Teachers of Mathematics (unincorporated) prior to April 28, 1928, and were in good standing as such on that date, are thereby admitted to membership in this Council (Incorporated).

Article III

Board of Directors and Officers

1. The control and management of the affairs and funds of the Council shall be vested in a Board of Directors who shall be members of the Council. The Board of Directors in the first instance shall consist of the three persons named in the Certificate of Organization. It is contemplated that such Board of Directors will at their organization meeting amend the Certificate of Organization in the manner hereinafter prescribed to provide for a Board of Directors numbering sixteen. Such Board of sixteen shall consist of a President, two Vice-Presidents, a Secretary-Treasurer, three members of the Committee on Official Journal and nine additional members.

2. For the terms set against their respective names the following shall upon amendment of the Certificate of Organization be the officers and directors of the association for terms ending as follows:

These were the officers for the first year under the incorporation act. For the current year see the list of officers on the inside cover page of the Mathematics Teacher.

Office	*Name*	*Term Ending with the Annual Meeting in*
President	Harry C. Barber	1930
First Vice-President	C. M. Austin	1930
Second Vice-President	Mary S. Sabin	1929
Secretary-Treasurer	J. A. Foberg	1929
Journal Committee	John R. Clark	1929
Journal Committee	W. D. Reeve	1929
Journal Committee	H. E. Slaught	1929
Director at Large	Frank C. Touton	1929
Director at Large	J. O. Hassler	1929
Director at Large	Elizabeth Dice	1929
Director at Large	Vera Sanford	1930
Director at Large	William Betz	1930
Director at Large	Walter F. Downey	1930
Director at Large	Harry English	1931
Director at Large	Marie Gugle	1931
Director at Large	E. W. Schreiber	1931

3. The President shall be elected by the Council's members biennially for a term of two years and shall not be eligible for election to a second successive term. The Vice-Presidents shall be elected by the Council's members, one each year for a period of two years and they shall not be eligible for election to a second successive term. (For the first year two Vice-Presidents shall be elected, one for a two-year term, one a one-year term.) Three members of the Board shall be elected by the Council's members annually for a term of three years. (For the first year three members of the Board shall be elected for a three-year term, three for a two-year term and three for a one-year term.) They shall be eligible for reelection but not for more than two consecutive terms. The Secretary-Treasurer and the Committee on Official Journal shall be appointed by the Board for indeterminate terms. For the first year the Committee on Official Journal and the Secretary shall be appointed by the elective members of the Board. All Officers and other Directors shall hold over until their respective successors are elected or appointed and qualify. The provisions of this Section 3 are subject to the provisions of Section 2 next preceding.

4. The Board shall transact the official business of the Council and shall report its actions at the annual business meeting of the Council and in the official journal. A statement regarding any proposed action of the Board which makes or alters a question of policy shall be published in the official journal, or notice of such proposed action shall be mailed to each member, before final action has been taken, so that members of the Council may make known to the Board their individual views. The Board shall appoint from among its members a finance committee of three members who shall have oversight of expenditures under direction of the Board and whose chairman shall countersign all checks drawn by the Secretary-Treasurer.

5. The Board shall have authority to fill vacancies ad interim in any office, including vacancies in the Board and in the Committee on Official Journal, and to make any other appointments necessary for the transaction of the business of the Council.

6. At all meetings of the Board of Directors a quorum shall consist of not less than five (5) members and no business may be validly transacted at a meeting at which less than a quorum is present; provided that any meeting of the Board, whether or not a quorum be present, may be adjourned to a specified time and place by a majority of the members present without notice to the members at large other than announcement at such meeting. Informal action based on a mail ballot by the members of the Board, if ratified at a properly convened meeting of the Board, shall be as valid and effective as if originally authorized at such meeting.

7. At least two months before the date of the annual meeting, all members shall be given the opportunity through announcement in the official journal to suggest by mail for the guidance of the Directors a candidate for each elective office for the ensuing year. These candidates shall be selected by a nominating committee of the Board of which the Secretary shall be chairman. At least one month before the annual meeting the Secretary of the Board of Directors shall send to each member an official ballot giving the names of two candidates for each office to be filled. The election shall be by mail or in person and shall close on the day of the annual meeting.

8. The President shall be the Executive Officer of the Council. shall preside at all meetings of the Board of Directors and at the annual meeting of the Council. He shall have the usual duties pertaining to his office and such other duties as may from time to time be assigned him by the Board of Directors.

9. Either Vice-President shall, in the absence of the President, have and exercise the powers of the President, their order being determined by seniority. The Board of Directors may assign to the Vice-President such duties as may from time to time be determined.

10. The Secretary-Treasurer shall have the usual duties pertaining to the Office of Secretary and of Treasurer, including the custody of the records of the Council and of its Corporate Seal, the keeping of minutes of the meetings of the Board of Directors and of the annual meeting and special meetings of members, and giving of due notice of all regular and special meetings of the Council and of the Board of Directors and the supervision and safe-keeping of the funds of the Council. The Secretary-Treasurer shall also have the duty of seeing that whenever Directors are elected, including the election of Directors to fill vacancies, a Certificate, under the Seal of the Council, giving the names of those elected and the term of their office, shall be recorded in the Office of the Recorder of Deeds for Cook County, Illinois. Such Certificate shall be signed by the Secretary-Treasurer and verified by oath of the President.

11. The Committee on Official Journal shall have supervision of the official journal subject to the control of the Board of Directors.

Article IV

Meetings

1. A meeting of the Council shall be held annually, at such time and place as the Board may direct. Special meetings of the Council may be called from time to time by the President of the Council under the au-

thorization of a majority of the Board of Directors to be held at such time and place as may appear from the call.

2. The outgoing Board shall hold a meeting immediately preceding the annual meeting of the Council next succeeding their election, and the members of the new Board shall hold a meeting and organize, by completing the Board, immediately succeeding the annual meeting of the Council at which the new members thereof were elected. Further meetings of the Board may be held from time to time at the call of the President under authorization of five (5) members of the Board.

3. Notice of any meeting of members of the Council shall be given by the Secretary-Treasurer at least thirty (30) days prior to the date set for each meeting. Notice of all meetings of the Board other than the regular meetings provided in Section 2 shall be given to each member of the Board at least fifteen (15) days prior to the date set therefor.

4. Any member of the Council or of the Board may waive notice with the same effect as if due notice had been given him.

5. At all meetings of the Council a quorum shall consist of not less than twenty-five (25) members and no business may be validly transacted at a meeting at which less than a quorum is present; *provided* that any meeting of the Council, whether or not a quorum be present may be adjourned to a specified time and place by a majority of the members present without notice to the members at large other than the announcement at such meeting.

6. Members may take part and vote in person or by proxy at all meetings of the Council.

Article V

Branches

1. Any existing association of teachers of mathematics or any newly organized group may petition the Board for authority to become a Branch of the Council for the purpose of holding local meetings and of thus carrying the work and spirit of the Council to all parts of the country. The Board shall have power to specify the conditions under which such authority shall be granted, and in particular those who constitute a Branch shall at once qualify as members of the Council if they are not already members.

2. A Branch may and should have a report of all its meetings published in the Official Journal and shall have the right to send official voting delegates to all meetings of the Council.

3. The Council shall not be obligated to pay from its treasury any of the expenses of such Branches, but may arrange to do so on such terms as may be agreed upon.

Article VI

Official Publications

1. The Council shall publish an official journal, which shall be sent free to all members of the Council in accordance with Article VII.

2. The Board shall have full control of the publication and sale of the official journal and of all other official publications.

3. The official journal shall be under the general management of the Committee on Official Journal but subject to the direction of the Board. There shall also be appointed by the Board a body of Associate Editors who shall give assistance in connection with the official journal and under the direction of the Committee on Official Journal.

4. The Board shall from time to time, as the need arises, make special provision for the management of any other official publications.

5. The Board shall fix the price of the official journal and of any other official publications of the Council, but in no case shall the journal be sold to non-members for less than the annual dues of individual members.

Article VII

Dues

1. The annual dues of each member shall be Two Dollars (2.00) including a subscription to the official journal. The annual Yearbook and the Register of Members as often as published shall be sold to members at reduced rates as determined from year to year.

2. All dues shall be payable on the first of January of each year. Should the annual dues of any member remain unpaid beyond a reasonable time, his name shall be dropped from the list after due notice.

3. New members entering the Council after April 1 of any year shall have their dues prorated for the balance of the year, except when they desire to receive the full current volume of the official journal.

Article VIII

Amendments to the Certificate of Organization and By-Laws

1. The Certificate of Organization may be changed to provide for a Board of sixteen Directors by vote of a majority of the three directors named in the Certificate of Organization. Subsequent changes in the Certificate of Organization or amendments to the By-Laws may be made at any annual meeting of the Council, or at any adjourned session thereof, or at any special meeting of the Association called for such purpose by a two-thirds (⅔) vote of those present in person or by proxy and entitled to vote; *provided* that due notice concerning such amendment shall have been printed in the official journal or mailed to each member, at least one (1) month before the date of such meeting.

2. No changes in the Certificate of Organization shall have legal effect until a certificate thereof, verified by oath of the President and under Seal of the Council, attested by the Secretary-Treasurer, shall be filed in the office of the Secretary of State of the State of Illinois and recorded in the office of the Recorder of Deeds for Cook County, Illinois.

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JOIN

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